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ABSTRACT

Three papers, written as part of a seminar on governance and management in higher education, analyze the current situation and potential for development of MidAmerica Nazarene College in Springfield, Missouri. The first paper, "Governance and Governance Processes at MidAmerica Nazarene College," outlines the governance structure of the college and also explores the role of human motivational factors and both external factors (e.g., decline in number of traditional age students) and internal factors (e.g., communication problems centering on financial pressures) in college governance. Appendixes include the college mission statement and organizational charts. The second paper is titled "Strengths, Weaknesses, Opportunities, and Threats Analysis for MidAmerica Nazarene College". The first part provides an audit of: planning, research, and evaluation; enrollment, retention, and financial aid; primary degree programs; support programs; human resources; financial resources; and reporting and outcomes. The second part looks at opportunities and "threats" concerning demography, the social context, economic trends, technological advances, government trends, and value shifts. Appendixes provide statistical detail and trend analysis. The third paper, "Strategic Planning Scenarios for MidAmerica Nazarene College," offers "alternative scenarios" for strategic planning and presents a "preferred" scenario and action plan which would shift the direction of the College to more minority education. Contains 13 references. (DB)

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STRATEGIC THINKING ABOUT INSTITUTIONAL DIRECTION

Donald R. Eaton
MidAmerica Nazarene College

ideas developed in

GOVERNANCE AND MANAGEMENT

ED.D. PROGRAMS IN HIGHER EDUCATION

NOVA UNIVERSITY

FALL 1989

HE023 352

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Strategic Thinking"

"Governance and Management" (G & M) is a core seminar in the Programs in Higher Education in the Center for the Advancement of Education at Nova University. PHE attracts students who are employed in a variety of contexts -- health and human services, business and industry, government and the military, and higher and occupational education. Most students are in managerial positions and in the mid life age range from 30 to 55 years of age. Diversity of students and the contexts in which they work are assets and provide a unique opportunity to develop strategic thinkers.

G & M deals with three broad areas: (1) the Authority Dimension, (2) the Human Dimension, and (3) the Process Dimension. "Instructions and Assignments," Study Guide, and textbooks are sent to students in the term preceding the term the seminar is offered. A set of instructions is atached. Each student reads these materials and related information and audits (1) governance and governance processes and (2) human interaction and organizational behavior in the context in which s/he works. The paper is sent to the national lecturer one week in advance of the first meeting of the seminar. The information is used to customize the morning session. Special topics include program review, outcomes measurement, institutional effectiveness, school based management, etc. The afternoon is spent on discussion about assessment of the external environment.

The second assignment is a SWOT analysis: (1) strengths and weaknesses from the audit of the internal environment and (2) opportunities and threats from the assessment of the external environment -- demographic, social, economic, technological, political, and value changes. Papers are sent to the national lecturer one week in advance of the second meeting. Selected students briefly present SWOT analyses during the morning session with discussion led by the national lecturer. The afternoon is spent on discussion about developing visions of the future using examples of the 1980s.

The third assignment consists of specifying visions of the future and developing a preferred scenario. Papers are submitted one week in advance of the third meeting. Each student makes an oral presentation of her/his work and also synthesizes the learning progression in a final examination.

Attached are papers by Donald R. Eaton of MidAmerica Nazarene College in Olathe, Kansas.

Instructions and Assignments for Governance and Management

The purpose of this document is to provide instructions and assignments for the Governance and Management Seminar. The first date on which we will meet is September 30, 1989.

Each student should read the Study Guide and the primary and secondary references before starting the first assignment. The Study Guide deals with three broad topics; (1) "Governance and Governance Processes," (2) "Human Interaction and Organizational Behavior," and (3) "Strategic Management." Terms associated with these three units are displayed in Figure 1 in the Study Guide.

Assignment #1. Read Units I and II and the supplemental readings. Your assignment is to audit the governance and the governance processes of the establishment in which you work. You could begin with the locus of centralized control such as state statutes, state oversight authority, Boards of Regents, corporate headquarters, Boards of Directors, etc. You must audit governance at the local level. You should then describe the functions of your organization and the committee structure and councils and advisory groups that are intended to support those functions.

The second part of the assignment is to audit human behavior within the establishment in which you work based on your understanding of what is discussed in Unit II and the supplemental readings. Blend theory and practice.

With regard to the paper, the body shall not exceed ten (10) type written, double spaced pages excluding charts, tables, bibliography, and appendices. The description of the centralized and local control should not exceed five of the ten pages. The meat of this assignment is the extent to which you understand the governance system and your organization. Organization charts and mission statement should be placed in the body of the paper or in the appendix. Five of the ten pages should be dedicated to the audit of human behavior.

The paper must be in my possession by Friday, September 22, 1989, so I can review the assignments before our first meeting. Because students can learn a great deal from an analysis of other contexts, each person will make a brief presentation of no more than five minutes about the context in which s/he works. Handouts and a visual or two would be most appropriate. During the afternoon, I will (1) synthesize the presentations, (2) supplement the readings, and (3) set the stage for the second assignment and meeting.

Use Nova University's Guidelines for Form and Style. Staple your paper in the upper left corner. Do not use binders or folders. Please send a Vita or Resume with the

first paper. Use regular mail, not special delivery. Mail your papers to Warren H. Groff, 1531 Peabody Avenue, Memphis, TN 38104. (901)-725-5287.

Assignment #2. Read Unit III and supplemental readings. Your assignment is to determine strategic direction for your establishment. You are to derive strengths and weaknesses from an audit of your internal environment and opportunities and threats from an assessment of the extenal environment.

With regard to the paper, the body shall not exceed ten (10) type written double spaced pages excluding charts, tables, bibliography, and appendices. I should receive the paper one week in advance of the second meeting of the class.

Assignment #3. Review Unit III, particularly Topic 17, and other documents that deal with creating visions of the future and a preferred scenario. Strategic thinking should produce a long-term vision of the future based on an analysis of alternative scenarios and the specification of a preferred scenario. The long term vision of the 1990s should be based on an alaysis of a broad range of demographic, social, economic, technological, and political variables. Assignment #3 requires you to match strengths of your establishment with opportunities in the external environment to create a preferred scenario.

With regard to the paper, the body shall not exceed ten (10) type written double spaced pages excluding charts, tables, bibliography, and appendices. I shold receive the paper one week in advance of the third meeting of the class. Each person will make a brief presentation during the morning session. Handouts and one or two visuals would be most appropriate. During the session I will (1) synthesize the presentations, (2) supplement the readings, (3) give the final examination required of core seminars, and (4) set the stage for a practicum.

This nation is in the midst of a structural economic change. Our establishments need leaders who can think strategically. Governance and Management will provide you with knowledge about how to audit your establishment's internal environment and how to assess the external environment in order to develop alternative scenarios of the future. Practicum proposals could include (1) a more comprehensive audit of the internal environment or (2) an assessment of the external environment. These projects could lead to a Major Applied Research Project.

A Footnote

These are times that require us to provide extraordinary leadership, times that mandate we become agents of change so that people are the beneficiaries, not the victims of the structural economic change. The Nova University field-based docotral programs are intended to produce agents of change. If you know someone who is interested in pursuing a field-based practitioner doctoral program, feel free to invite her/him to one of the sessions. The afternoon is dedicated to the education reform movement and creating visions of the future. What will the education and training industry be like in the year 2000? The afternoon of the third session would be a great time for prospective students and visitors.

ERIC Documents You May Find Of Interest

ED 272 247 Preparing Agents of Change in Vocational, Technical, and Occupational Education. Report of the first two years specialization seminars in VTO in 1984 and 1985.

ED 272 774 Perspectives on the Education and Training System of the Future. Paper written for ERIC Clearinghouse at The Ohio State University.

ED 280 538 The Learning Community of the Future: Education and Training in the 21st Century. Paper presented to the Commission on the Future of Community Colleges of the American Association of Community and Junior Colleges, April 24, 1987.

ED 287 347 The Independent Learner: The Key Characteristic in Transformation Leadership. Paper presented at the Fifteenth Annual Summer Institute for Higher Education Programs for Nova University, July 27, 1987.

ED 290 860 Preparing Transformational Leaders in Vocational, Technical, and Occupational Education. Report of second two years of specialization seminars in VTO for 1986 and 1987.

ED 298 977 Achieving Excellence Through Strategic Planning: Snowmass Institute Report, 1988. Report of the week long Snowmass Institute on Strategic Planning for higher education administrators.

Another reference: Community College Futures: From Rhetoric To Reality edited by Neal A. Norris. Stillwater, OK: New Forums Press, 1989.

GOVERNANCE AND GOVERNANCE PROCESSES AT MIDAMERICA NAZARENE COLLEGE

Governance and Management

by

Donald R. Eaton

MidAmerica Nazarene College

Warren H. Groff Ed.D.

Springfield, Missouri

A seminar paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

September 30, 1989

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PREFACE

The purpose of this paper is to examine the governance and governance processes of MidAmerica Nazarene College and the organizational behavior as it relates to the management decisions of the institution.

In order to get a clear picture of MidAmerica's governance structure the first part of this paper will outline the function of the governing Board of Trustees, the President and executive administrators, the Faculty Assembly, and the Master Planning Process. This section will conclude with a discussion of how the governance structure supports the function of the College.

The second half of the paper will explore human behavior in the College. Perceived factors which motivate various individual's behavior will be examined. Internal and external factors which effect the College and it's policies will then be discussed. Finally, the impact of these stressors upon human behavior in light of perceived motivation will be summarized.

The mission statement of MidAmerica Nazarene College encapsulates four basis concepts. These include: the development of the student; service to God and humanity, appreciation of the American Heritage, and career preparation. "The goal is the development of a curious, creative, socially adept learner, adequately prepared to contribute to our

multicultured, rapidly changing society through a Christian holiness perspective." (See Appendix A for complete mission statement.)

THE GOVERNANCE STRUCTURE

The Board of Trustees

The control of the College is vested in the Board of Trustees which is elected from various districts of the North Central Region of the International Church of the Nazarene. The eight districts which comprise the Region nominate a resident member of a church from that respective district whose name is submitted to the Board of Trustees for election to the Board.

The Board of Trustees care for the administration of the College by electing the President, executive administrators upon nomination by the President, all ranked faculty members upon nomination of the President and Vice President for Academic Affairs and Dean (See Appendix B).

In addition, the Board of Trustees is divided into five committees. These are: the Executive Committee, the Academic Affairs committee, the Financial Affairs Committee, the Institutional Advancement Committee and the Student Development Committee.

The President

The President exercises general supervision of the College through respective vice presidents. He nominates to

the Board of Trustees these executive administrators for each of the following areas: Academic Affairs, Finance, Institutional Advancement, and Student Development. He serves as chief planning officer (see the Master Planning Process below), publishes the Faculty Handbook and the Administration Handbook. He has the perrogative to present to the Board of Trustees, measures which he deems necessary for the welfare of the College.

Executive Administrators

The executive administrators mentioned above, in addition to the Dean of Innovative Education, comprise the President's Cabinet. Cabinet meetings focus on issues raised by the president, informational items to be communicated to the various areas of campus life, and the resolution of problems within individual areas. However, policies and procedures do not require the approval of the President's Cabinet.

The Vice President for Academic Affairs and Dean supervises the academic affairs on campus namely, faculty concerns, academic staff members, and curriculum development. He meets regularly with division chairs and the Dean's Cabinet which is comprised of seven academic department heads (see Appendix C) .

The Vice President for Finance is responsible for the financial operation of the College. He is assisted by a controller and bursar. Other components of financial affairs include: physical plant, administrative computing, postal

service, and the College bookstore (see Appendix D).

The Vice President for Institutional Advancement is responsible for the College's fund-raising, public and church relations, admissions and alumni, and student financial services (see Appendix E).

The Vice President for Student Development oversees all areas of student life. These areas include: student deportment, campus social activities, residential life, intercollegiate athletics, student health, and campus security (see Appendix F).

The Faculty Assembly

The Faculty Assembly consists of the President, the four executive administrators and all ranked faculty. The responsibilities of the Faculty Assembly include the establishing of requirements for admission to the College, courses of study, requirements for graduation, degrees to be conferred, academic programs, rules and methods for the conduct of educational work, the recommendation of candidates for academic degrees and academic fellowships, scholarships and awards, and the consideration of reports and recommendations to the President regarding the Master Planning document, as appropriate.

The Master Planning Process

The President, as chief planning officer of MidAmerica, ultimately controls both the planning process and the Master

Planning document. The Master Planning document states goals, objectives, strategies and evaluations. Four planning committees, consisting of College administrators, faculty, staff, students, trustees, and community members, interact with the President's Cabinet and the Faculty Assembly.

It should be noted that the Master Planning document is not approved by the President's Cabinet nor the Faculty Assembly. Objectives are approved by the appropriate individuals or groups prior to implementation. (See Implementation Chart in Appendix G.) The President reports the Master Planning document to the Board of Trustees.

The Function of the College and Supporting Committees

The function of MidAmerica Nazarene College is to assist the individual to develop academically, socially, and spiritually in the liberal arts context. The College is structured so that the student encounters a variety of experiences which are designed to facilitate the development noted above.

The Faculty Assembly is directly responsible for the academic development of the student. It is given the responsibility to establish the curriculum it deems appropriate in light of the College's mission statement and establish an acceptable level of performance for the student. The members of this group are directly involved in carrying out the learning process. Although they have a very keen

interest in the development of the other two aspects of the individual their primary concern is the learning process.

The social development of the individual is the main concern of the Vice President of Student Development and his staff. They attempt to establish social norms for dormitory life for on campus students. Student Development works closely with Associated Student Government to provide campus wide social activities. In addition, various sociological and psychological support is rendered through his office.

Spiritual development is a concern of faculty, administrators, and staff. The structure for this development bridges across the various governing groups. Decisions by the Faculty Assembly are made with a view toward spiritual development. The Office of Student Development with the Associated Student Government schedule Chapel and other activities to facilitate spiritual growth.

Contingency-Based Governance

MidAmerica's Governance is best compared to Richman and Farmer's (1974) contingency-based, open-systems model of governance. Since the College is so closely related to the Church of the Nazarene through it Board of Trustees there are more constraints imposed on the institution than normally would be the case. There is significant evidence of input from the trustees, faculty, and community which effect management decisions.

Motivational Factors

The understanding of human behavior at MidAmerica Nazarene College begins with discovering the factors which motivate the individuals involved. As Cummings and Dunham (1980) state: "A multidimensional perspective is appropriate, even necessary, when considering the impact of individuals upon organizations and of organization upon individuals." Therefore, the following discussion may be an oversimplification of complex human interaction, nevertheless, there are some motivational factors which are apparent.

The professionals at MidAmerica possess a commitment to the mission of the College. It is important to distinguish the difference between "commitment to the mission" as opposed to a special commitment to any one administrator, for example, the President or Vice President of Academic Affairs and Dean. This commitment moves them to realize a "sense of achievement" which Herzberg indicated was the fulfillment of man's quest for self-actualization (Austin, Groff, and Scigliano, 1988).

Another motivational factor is the sense of belonging to a specific group. The cap and gown worn at commencement is thrilling to many because it is a sign of their unity of purpose and camaraderie. Even those who tend to have different views on a variety of issues find bonding during this event.

The "security" of the classroom may be another motivational factor which affects the human behavior of faculty. In the classroom the instructor is the authority. The rules for success and failure for the student (and his teacher) are clearly defined. Whereas, in the public sector there is a myriad of written and unwritten rules for success and failure. "One individual may feel most confident in a highly structured and externally directed environment while another individual would be able to achieve greatest in an environment of self-direction and self-evaluation." (Austin, Groff, and Scigliano, 1988).

In MidAmerica's environment the word "retrenchment" conjures a significant amount of fear, since the downsizing of programs could result in a loss of one's job. This "environmental requirement", as Herzberg postulated, must be constantly given attention. The morale of the faculty is directly related to it's confidence in the administration.

External Factors which Effect MidAmerica

The decline in the number of traditional age students has been a contributive factor to financial pressure upon the College. Since the College's major source of income is student tuition and fees, accounting for 57.9% of educational and general revenue in 1987-88, recent enrollment decline has had a negative impact on financial resources. The link between enrollment and current fund revenue is illustrated by the following Table I.

Table I
Enrollment Patterns and Current Fund
1978-79 to 1987-88

Year	Enrollment	Current Fund
1978-79	+96	$ 17,330
1979-80	+171	14,488
1980-81	+62	27,143
1981-82	+24	11,126
1982-83	+8	(393,789)
1983-84	-167	(105,909)
1984-85	-104	10,751
1985-86	-75	(536,059)
1986-87	-32	17,478
1987-88	+97	4,222

The current recession in the nation's "farm belt" has also been a contributive factor in the decline of traditional students. This recession coupled with the Tax Reform Act of 1986 has pressured the amount of gift income received.

Internal Factors which Effect MidAmerica

The financial pressures brought about by some of the external factors noted above has brought about some internal stressors. Communication concerning the finances of the College has been somewhat disoriented. Public statements by some executive administrators and the President have often been confusing and have raised questions as to the financial position of the College. While the financial pressure is very real the greater problem is one of communication.

The addition of an "innovative education" program during a time of financial pressure has raised some questions concerning the motives for adding this program. The more

traditional academicians label it a "degree mill" while more "progressive" faculty see the program meeting the needs of a particular class of society.

During the budgeting process for the current fiscal year the President ordered a ten percent "across the board" cut of budgets. The process of reducing budgets had a tendency to alienate some departments. Some departments became very apprehensive about the appropriations.

A capital campaign to build financial reserves, depleted by deficit spending, as illustrated in Table I, was conducted last year. Many of the faculty and administration were recruited to solicit funds. The process of reviewing the mission statement of the College and the case statement of the campaign renewed a since of commitment. Due to the efforts of these volunteers the College showed the best year-end statement it has had in ten years.

There are many more internal factors which affect the behavior of people at MidAmerica. Certainly, financial abundance is not the solution for every interpersonal problem. Some interpersonal relationships suffer because of personal financial or family problems.

CONCLUSIONS

The structure of governance at MidAmerica Nazarene College has been reviewed by outlining the duties and responsibilities of various committees and groups.

It is apparent that although the structure for governance

is present it demands constant review and fine-tuning. Communication appears to be a key factor for maintaining efficient and effect governance.

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Austin, Daniel L., Groff, Warren H., and Scigliano, John A. Governance and Management. Fort Lauderdale, Florida: Nova University Press, 1988.

Cummings, L.L., and Dunham, Randall B. Introduction to Organizational Behavior: Text and Readings. Homewood, Illinois: Richard D. Irwin, Inc., 1980

Drucker, Peter F. Management: Tasks, Responsibilities, and Practices. New York, New York: Harper and Row, 1973.

APPENDIX A

MISSION STATEMENT FOR MIDAMERICA NAZARENE COLLEGE

APPENDIX A

The Statement of Mission for MidAmerica Nazarene College

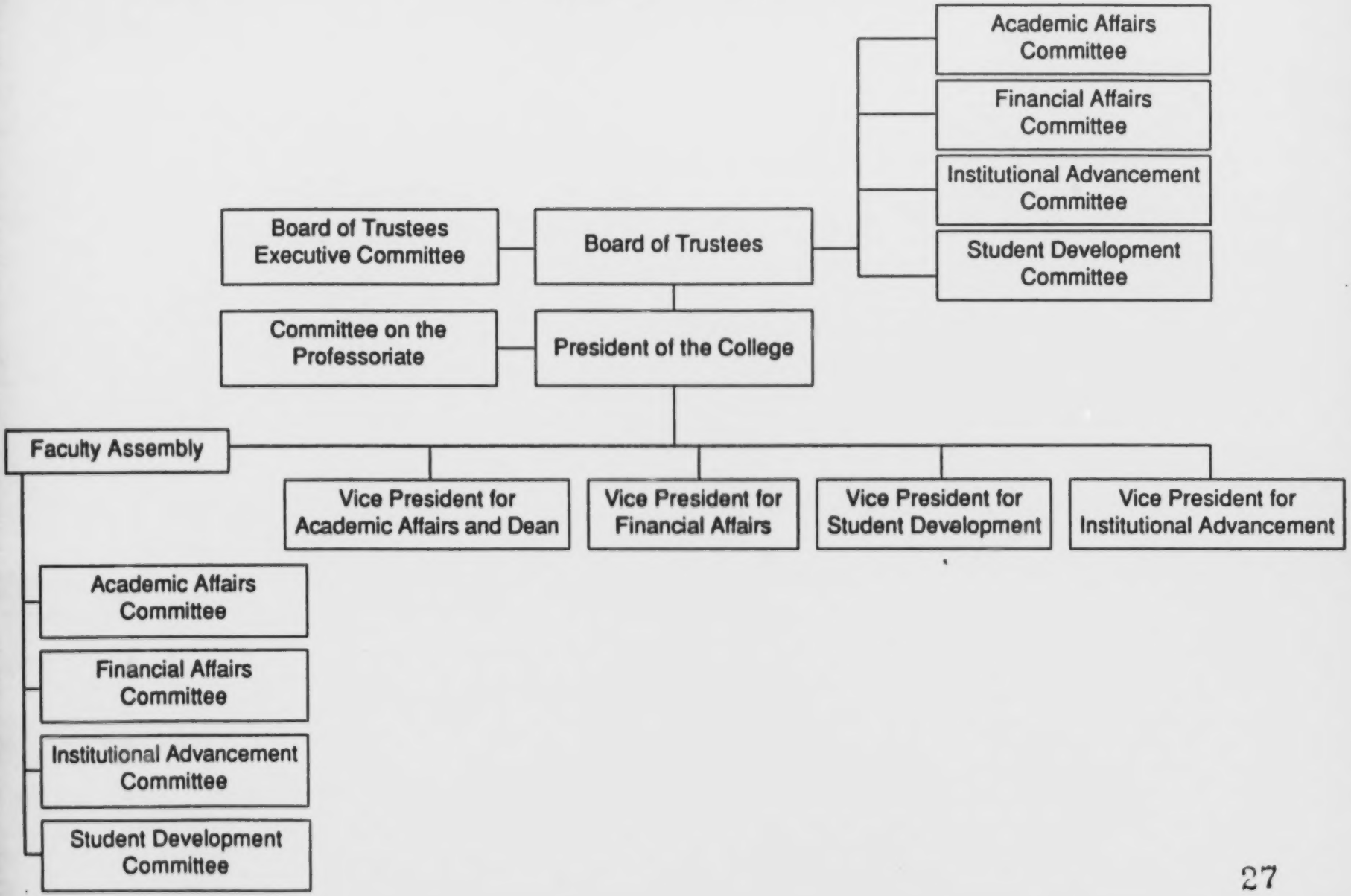
MidAmerica Nazarene College has as its purpose the liberal arts education of individuals in a Christian context for personal development, service to God and humanity, career and professional preparation, and an understanding and appreciation of the American Heritage. The College places importance on guiding the student in the development of a sense of self-worth and achievement predicated on an acceptance of the inspiration of the Bible and the life of Christian holiness as a guide for personal and corporate behavior. Students are encouraged to develop a vital, consistent, and growing relationship with God, leading to an interactive, altruistic, and service orientation to the church and world-wide society. Students should be prepared for responsible participation in a democratic society and for an understanding and appreciation of world cultures and sub-cultures. Students are encouraged to acquire an informed and analytical view of the humanities, the natural sciences and mathematics, the social and behavior sciences, religion, and philosophy as well as selected career-professional knowledge and skills. The acquisition and application of these concepts require the student to learn to gather and evaluate information, to think coherently, and to speak and write clearly. The goal is the development of a curious, creative, socially adept learner, adequately prepared to contribute to our multicultured, rapidly changing society through a Christian holiness perspective.

APPENDIX B

ORGANIZATIONAL CHART FOR MIDAMERICA

NAZARENE COLLEGE

ORGANIZATIONAL CHART
MidAmerica Nazarene College

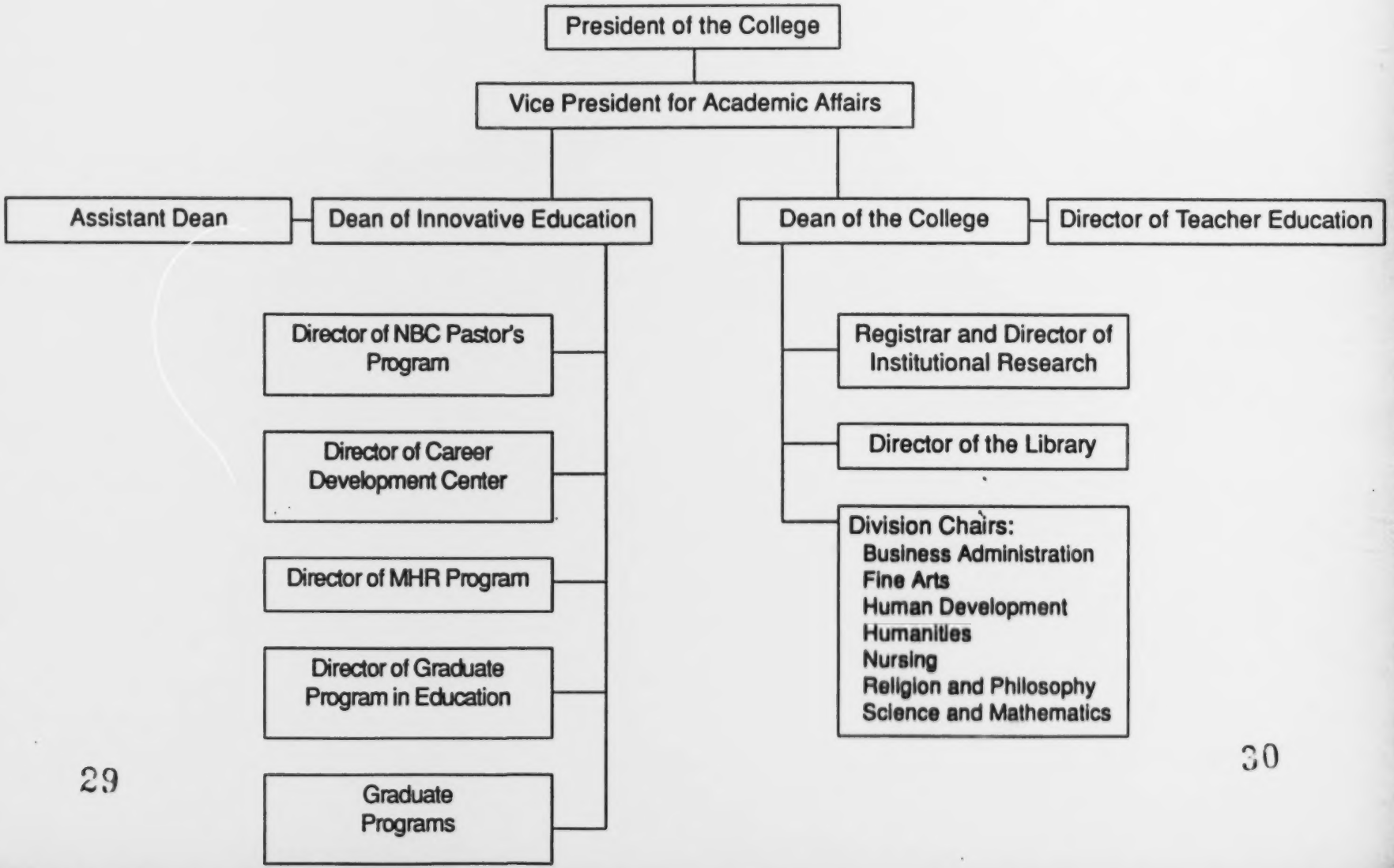


APPENDIX C

ORGANIZATIONAL CHART OF THE OFFICE

OF ACADEMIC AFFAIRS

ORGANIZATIONAL CHART
Office of Academic Affairs
MidAmerica Nazarene College

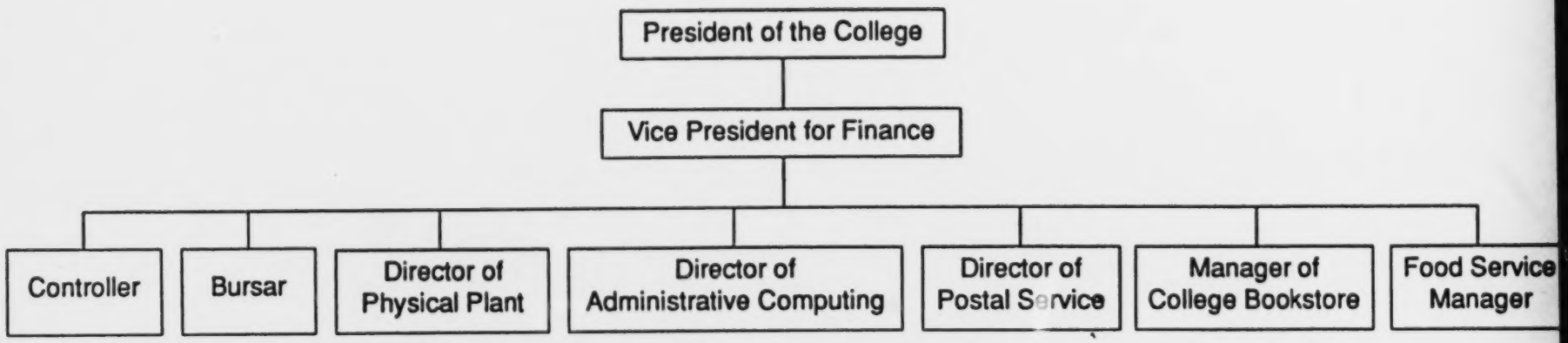


APPENDIX D

ORGANIZATIONAL CHART OF THE OFFICE

OF FINANCIAL AFFAIRS

ORGANIZATIONAL CHART
Office of Financial Affairs
MidAmerica Nazarene College

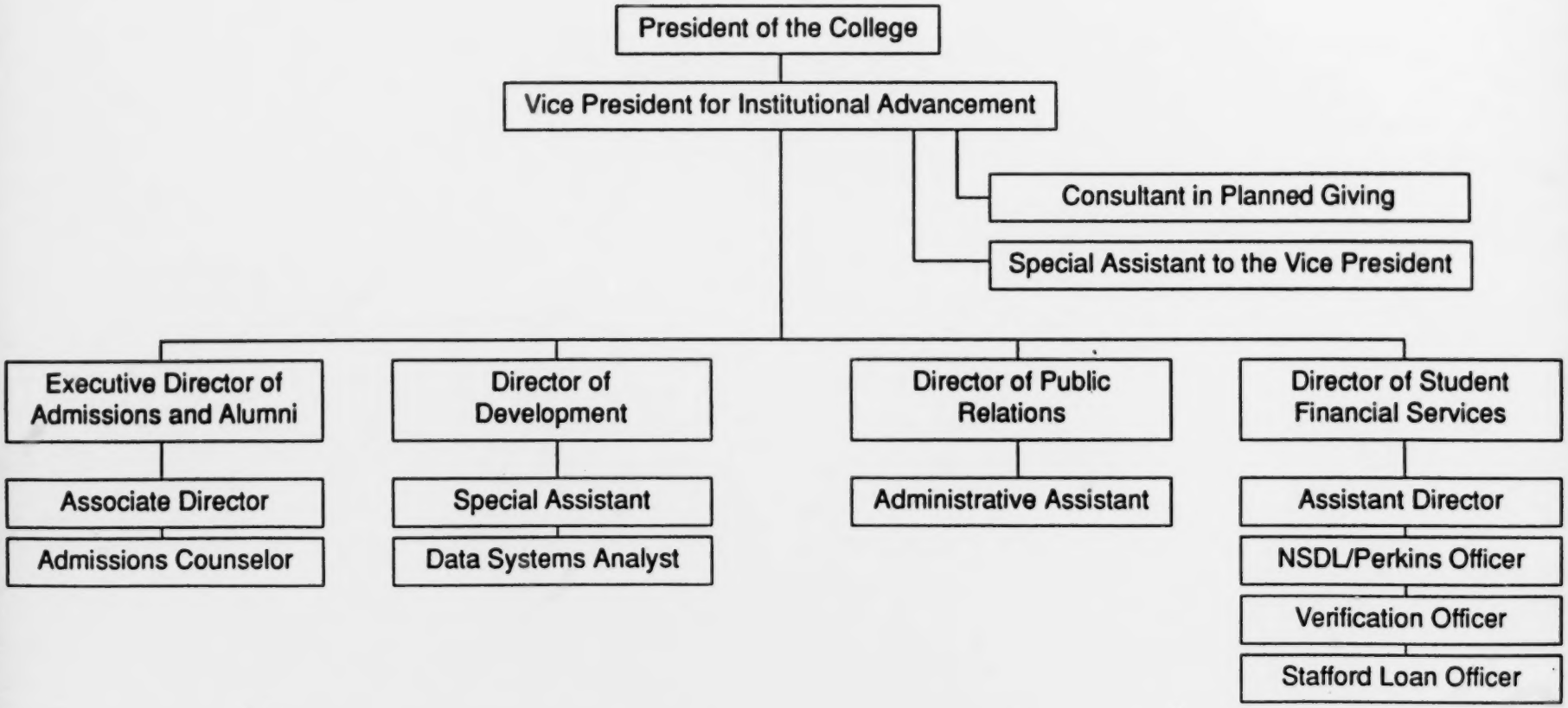


APPENDIX E

ORGANIZATIONAL CHART OF THE OFFICE

INSTITUTIONAL ADVANCEMENT

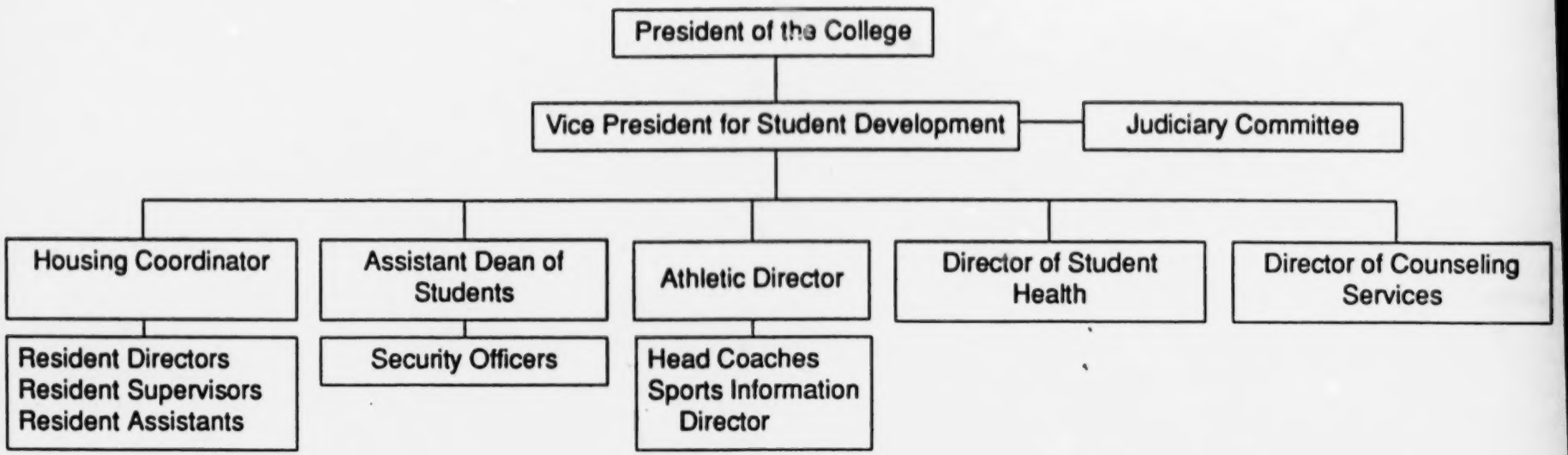
ORGANIZATIONAL CHART
Office of Institutional Advancement
MidAmerica Nazarene College



APPENDIX F

ORGANIZATIONAL CHART OF THE OFFICE OF STUDENT DEVELOPMENT

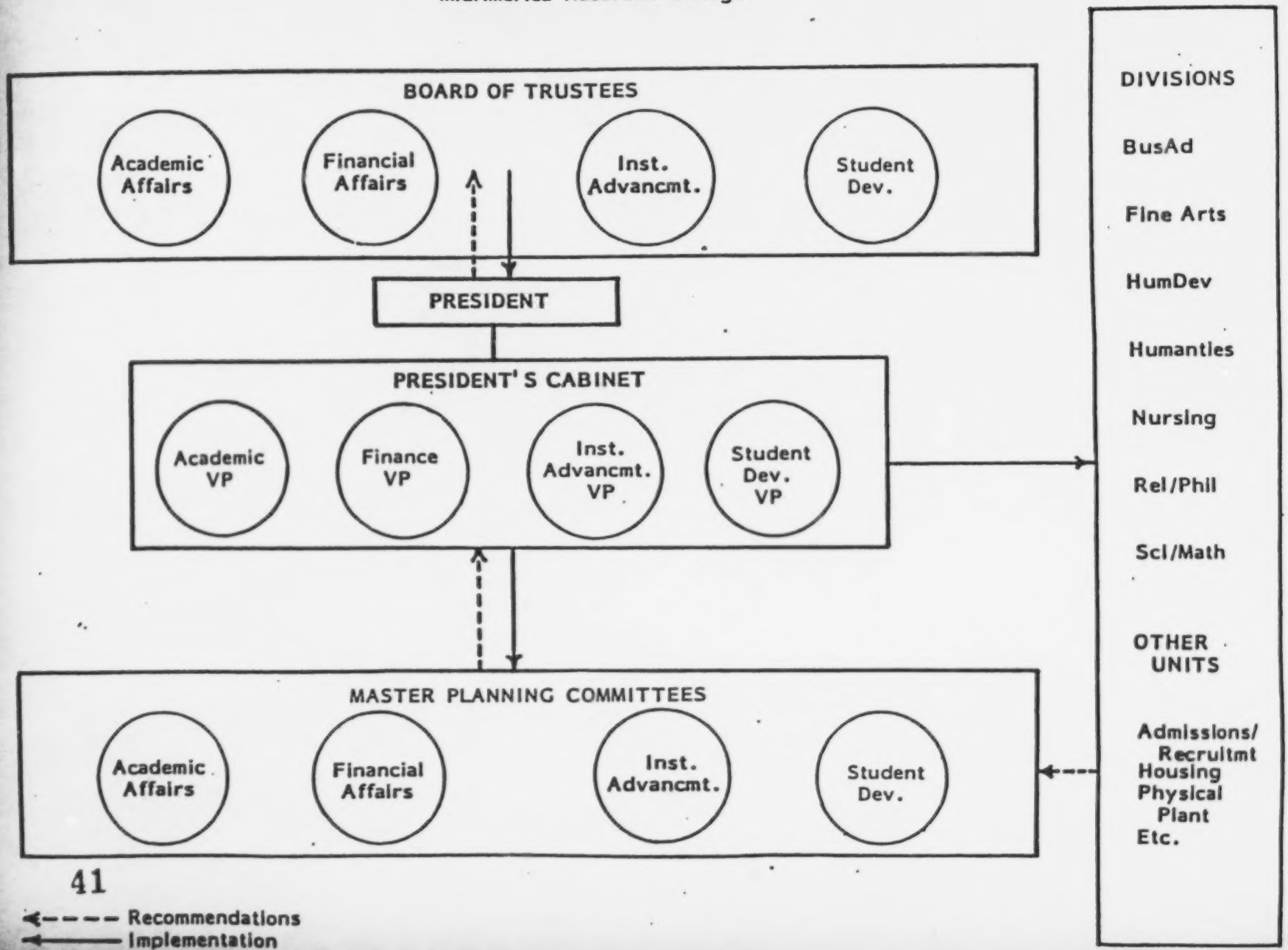
ORGANIZATIONAL CHART
Office of Student Development
MidAmerica Nazarene College



APPENDIX G

THE MASTER PLANNING PROCESS DIAGRAM

THE MASTER PLANNING PROCESS
MidAmerica Nazarene College



STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS ANALYSIS FOR MIDAMERICA NAZARENE COLLEGE

Governance and Management

by

Donald R. Eaton

MidAmerica Nazarene College

Warren H. Groff

Springfield, Missouri

A seminar paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

October 18, 1989

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Preface

The purpose of this report is to analyze the strengths, weaknesses, opportunities, and threats of MidAmerica Nazarene College. The first part will audit areas of strengths and weaknesses related to: (1) planning, research, and evaluation; (2) enrollment, retention, and financial aid; (3) primary degree programs; (4) support programs; (5) human resources; (6) financial resources; (7) reporting and outcomes.

The second part will assess with the opportunities and threats posed by the external environment. This includes demographics, the social context, economic trends, technological advances, government, and value shifts.

The data for the internal audit was gathered from the 1989 Self Study Report to the North Central Association of Colleges and Schools and Data '88, a report of the Director of Institutional Research. Data for the external assessment originates from the 1989 Statistical Abstract of the United States ('89 SAUS) and the Western Interstate Commission for Higher Education (WICHE), 1988.

The Internal Audit

Planning, Research, and Evaluation

MidAmerica has adopted the Master Planning Process (Appendix A). The Self Study Report indicated that the strengths of the planning process include:

> "(1) a well organized process for publishing goals, objectives, and strategies; (2) wide input from

> administration, faculty, and staff; (goals of the institution are set in light of the mission statement of the College." (P.50)

Some weaknesses which have been observed through interviews with faculty and administrators include:

> (1) the failure to link the planning process to the budgeting process; (2) the failure of the planning process to plan for more than one year in advance; (3) the failure of most departments to thoroughly analyze need, for example, equipment replacement, new roofs, etc..; (4) the failure of the administration to demand that all program changes be considered by the Master Planning Process.

The Director of Institutional Research reports enrollment trends, population trends and projections, financial strength, financial aid summaries, and survey reports of incoming freshmen. Since research is limited to the current constituency the College is unable to do a comprehensive "needs" or "market" analysis. In addition, there is not a clear link between research and the Master Planning Process. Appendix B lists the surveys and programs adopted to evaluate performance. This process yields a wealth of information, but is not clearly tied to the planning process.

Enrollment, Retention, and Financial Aid

Appendix C illustrates enrollments, retention rates, and projections from 1968 to 2003. To offset the projected decline in enrollment the Admissions Office was expanded and a nontraditional degree completion program was added. Appendix D illustrates retention rates from 1979 to 1988. In 1987, the attrition rate for first year students exceeded the national

average, although the attrition rates for second and third year students were below the national average. The "Family Financial Aid Profile of Dependent Applicants" (Appendix E) shows a steady decrease from 1984 to 1988 of average parental contribution and a steady increase of average need.

Primary Degree Programs

Appendix F shows the trends in the number of majors in various divisions from 1984 through 1988. While the divisions of Human Development and Humanities show increases in the enrollment, Business Administration, Religion, Nursing, and Fine Arts show decreases. Some outside agencies, such as the Kansas Department of Education, the Kansas State Board of Nursing, the National league for Nursing, the National Association of Schools of Music, Delta Mu Delta, and Psi Chi have evaluated MidAmerica's programs with positive comment. The Self Study Report (p.98) indicated problems of understaffing in some areas and inadequate instructional equipment as some of its problem areas, and that "the current general education core has not been revised since its adoption in 1973".

Support Programs

The 1989 Self Study Report (p.109) listed the following strengths in the area of institutional services:

> "1. The College has adopted a wholistic approach to student development which seeks to provide a variety of beneficial programs.
> 2. The College provides students with basic psychological counseling and health services.

3. The academic support services, which include a modern computerized library, meet student needs in the areas of learning resources, career development, orientation, and tutorial assistance.
4. The College provides excellent admission and financial advising for current and prospective students."

Some areas of concern for institutional services listed in the Report were:

1. There are inadequate recreational facilities and meeting places for student leisure time.
2. A recent report by the Student Development Committee asserts that psychological services are inadequate for the needs of students and staff.
3. The College does not have a systematic program of student development activities for addressing public and mental health concerns.

Human Resources

Table one compares the ACT Composite Scores of MidAmerica students with other students from the State of Kansas and the National Composite Average ("Data '88" p.63).

Table One
ACT Composite Scores
Compared with National and State Norms

	1984-85	1985-86	1986-87	1987-88
MidAmerica	17.4	19.4	18.7	19.1
Kansas	19.8	19.9	18.5	19.1
National	18.7	18.9	19.1	19.0

The Self Study Report pointed to a high level of dedication to the College on the part of the faculty with 50% of the FTE faculty holding the earned doctorate and ten faculty actively pursuing doctoral programs with the help of tuition grants in the Faculty Development program. However, it went on to point

out that the "size of the faculty is minimally adequate to carry on the College's educational programs, and the College recognizes some academic areas are understaffed.

Financial Resources

A schedule of current fund revenues and expenditures from 1984 through 1988 can be found in Appendix G. Two of the last five years have realized sizable deficits for the College's Current Fund. Sharp declines in student enrollment during the past six years coupled with the rise of "unfunded institutional scholarships" have placed financial pressure on the College. Fortunately, the total debt on campus buildings and equipment was $1,512,958 while the book value of these assets totaled $13,480,075. The resulting ratio of plant equity to plant debt is 7.91 compared to the national average of 5.87. The total revenue needed for debt service declined from 13% in 1984 to 7.4% in 1987 (Self Study Report, p. 75).

Reporting and Outcomes

The College currently has no measure for the "value added" in general education areas of study, however, each division requires a senior comprehensive or project, to be completed successfully prior to graduation. The faculty annually evaluate the performance of students in various academic disciplines in preparation for Honors Chapel. All academic divisions have indications of student achievement in their specific area.

The External Assessment

The external assessment will briefly concern itself with environmental scanning. This exercise deals with "broad" data to view the context of the College. It is in no way an exhaustive trend analysis.

MidAmerica is controlled and supported by the North Central Region of the International Church of the Nazarene. This region consists of the same states which comprise the West North Central (WNC) division of the United States used by the Bureau of the Census. Therefore, data to assess the external environment is generally limited to this geographic area.

Demographic Shifts

MidAmerica recruits most of its students from the states of Kansas, Missouri and Iowa (see Appendix H for the enrollment by state). Between 1980 and 1988 the West North Central Region (WNC) realized an increase in population (3.3%), but the increase was less than half realized by the whole United States (8.5%), according to the 1989 Statistical Abstract of the United States ('89 SAUS, p.xv). A decline in the number of graduating high school seniors from 1990 through 1993 threatens the vigor of the College while a gradual increase from 1993 through 1998 (see Appendix I) provides opportunity. Projected percentage of black populations for 1990 and 2000 show a slight increase, ('89 SAUS, p.23). which may be an opportunity for the College.

The decline in the number of graduating high school seniors

threatens the existence of the College as it currently functions. More research should be done to investigate the possibility of increasing the number of minority students.

The Social Context

The national preprimary school enrollment increased 19.1% from 1975 to 1986. White preprimary school enrollment increased 28.0%, while black preprimary school enrollment increased 18% and Hispanic preprimary school enrollment increased 105% ('89 SAUS, p.129). The value which society as a whole places on preprimary education increased in a racially unequal manner.

Except for the state of Minnesota salaries for public elementary and secondary schools are far below the national average ('89 SAUS, p. 137). This not only threatens the quality of education pre-college students receive it also effects the number of students aspiring to enter the field of education.

The number of prisoners under jurisdiction of correctional authorities in the United States increased 76.3% from 1980 to 1987. At the same time the number of prisoners in the WNC increased 74.9% ('89 SAUS, p. 185). The crime rate for the region increased 9.1% from 1985 to 1987 ('89 SAUS, p. 167).

The number of active physicians increased 10.8% from 1980 to 1986 across the United States. The number of active physicians in the WNC increased 11.4% ('89 SAUS. p.98).

Although more preprimary age children participated in that education experience, the salaries of school teachers reflect

the value which society has placed on the education experience. This is a threat to all of education for pre-college education feeds the college experience. The number of active physicians in the area reflects the societies value of health care.

Economic Trends

Unemployment for the WNC region (5.5) was below the national rate (6.2) with both the employment population ratio and female participation rate above the national average ('89 SAUS p.xx,xxi). The percent increase in the number of jobs from 1980 to 1986 (10.49%) for the region did not increase as much as the national increase (12.96%) ('89 SAUS, p.524). The nonagricultural employment did not increase between 1980 and 1987 (7.2%) as rapidly as the United States nonagricultural employment (13.2%) ('89 SAUS, p. 398). In manufacturing, the percentage of production workers decreased by 1.1% across the region ('89 SAUS, p. xxiv). Table Two illustrates the percentage of employees per occupation in 1987 for the United States and the WNC region.

Table Two
Percentage of Employees in Nonagricultural Establishments in 1987 for the United States and Western North Central Region

Establishment	United States	West No. Central
Construction	5%	4%
Manufacturing	19%	18%
Transportation & Public Utilities	5%	6%
Wholesale and Retail Trade	24%	25%
Finance, Insurance, & Real Estate	6%	6%
Services	24%	25%
Government	17%	18%

Bureau of the Census, ('89 SAUS)

The per capita retail sales for the WNC region in 1987 was 2.1% less than sales nationwide ('89 SAUS, p.xxiv). This may be the most significant indicator that the economy in the WNC is not in line with the national economy.

There may be opportunity to provide job training since nonagricultural employment did not increase as rapidly as it did nationwide. More research should be done to determine what economic segment will require more workers in this region.

Technological Changes

In the last five years the microcomputer has revolutionized communication, business transactions, and even thought processes. "Desktop publishing" has revolutionized the way articles are published and put into print. Modems seemingly control the movements of the stock and commodity markets. Elementary school children have been introduced to the latest educational technology through the micro computer to learn math, English, geography, and other subject. Patricia B. Seybold in November issue of "Computer Decision", sees "interactive video" as the next revolution for the microcomputer. She explains that

> Digitized voice will seep out of insulated and isolated voice messaging systems and infiltrate electronic mail, written memos, and database files." "Interactive video will help with new product launches, product design reviews, simulations, training, documentation, project management, monitoring of manufacturing processes, and so on. On the competitive front, video will allow, for example, more complete databases on competitor's products and practices and better background information on acquisition targets. ("Video", p. 21)

The technology of bioscience has also effected our environment.

> "Researchers at the University of Nottingham in Loughborough, England, and at Calgene in Davis, California, used a cDNA to inhibit production of polygalacturonase (PG), an enzyme that breaks down cell walls and softens fruit in tomatoes, thereby hastening ripening." (Lewis, p. 591)

Technological advances in the areas of computer science, bioscience, and others pose great opportunities for a college. These advances are also expensive. Careful study should be undertaken to consider the College's role in this advance in the light of it's mission, constituency, and resources.

Governmental Trends

Major cuts in student-aid programs has been a major governmental trend which has effected higher education in the last nine years. According to a recent article in the Chronicle of Higher Education the current senate appropriations bill would increase spending for student-aid programs by 4.8 percent over fiscal 1989. This move will be an opportunity for the College. (DeLoughry, p. A20)

Higher education, however, has taken a back seat to the problems of elementary and secondary schools according to recent dialogue at President Bush's "Education Summit" held in October, 1989. A statement by Governor Kean of New Jersey, may reflect some of governments view to higher education.

> There is a good deal of feeling among the governors that higher education is not accountable--that what is driving it is not accountability, either academic or fiscal." (Joschik, p. A21).

It should be noted that the Kansas State Legislature continues to embrace higher education with a $50 million, three-year appropriation. In addition it voted to increase the Kansas Tuition grant, a grant for Kansas residents for private college education. The Kansas Independent College Foundation continues to be an effective organization to lobby for private colleges in the State.

Higher education continues to be threatened by the federal government's inability to increase its priority for student aid. The view that many have toward the academy also is a threat. Locally, however, strong support for private higher education is evident.

Value Shifts

The average number of persons per household in the United States from 1980 (2.75) to 1987 (2.64) continues to drop. The WNC region follows the same trend with a drop of 2.68 to 2.57, ('89 SAUS, p.48). Although there are a variety of factors which affect this trend, the perceived value of having a large family is declining.

The rate of marriages per 1,000 population from 1980 (10.6) to 1987 (8.5) in the WNC region continues to decline with the national rate for the same period (10.6 to 9.9). The rate of

divorces per 1,000 population in the region is also declining for the region (4.6 to 4.1) and the nation (5.2 to 4.8). While the value of marriage may be declining it appears that those who do marry a less likely to divorce.

The region spends a greater percentage on recreational facilities than the national average, ('89 SAUS, p.221). Although its topological profile may encourage this trend one can conclude that residents of the region place a significant value on recreation.

Conclusion:

A brief internal audit and external assessment of MidAmerica Nazarene College has been analyzed to reveal strengths and weaknesses, opportunities and threats. Although some conclusions about the internal condition and external context need more consideration before serious planning can begin, this material should at least get the process moving.

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APPENDIX A

A DESCRIPTION OF THE MASTER PLANNING PROCESS AT MIDAMERICA NAZARENE COLLEGE

Master Planning Procedure

Summer	President's Cabinet Planning Meetings
September - March	Master Planning Committee Work
	President's Cabinet Review and Implementation
	Master Planning Committee Review
April	Final Draft for Board of Trustees (Evaluations as of April 1)
May	General Review by the Board of Trustees

The President of the College coordinates the implementation of the Master Plan.

For the purpose of organization, all areas of the College operation can be subsumed under four (4) Planning Committees:

1. Academic Affairs
2. Financial Affairs
3. Institutional Advancement
4. Student Development

APPENDIX B

SURVEYS AND PROGRAMS ADOPTED AT MIDAMERICA IN RECENT HISTORY TO EVALUATE PERFORMANCE

In 1985, 368 alumni were surveyed to determine whether the college was achieving its purposes in "The Development of the Student". A survey of social service to humanity was conducted in 1988. An ongoing system of evaluation, adopted by the Faculty Assembly, was implemented to develop a better awareness of individual performance. A "Survey of Teaching and Scholarship attempted to ascertain the full-time faculty's orientation to college teaching. The ACT "Survey of Academic Advising" was administered to assess the quality of MidAmerica's approach to student advisement and the ACT "Levels of Student Satisfaction" survey was also administered. A survey to determine the "Quality of Student Life" was also administered. A 1988 telephone survey, conducted by the Office of Public Relations, revealed a good relationship between the College and local communities.

APPENDIX C

ENROLLMENTS, RETENTION RATES, AND PROJECTIONS MIDAMERICA NAZARENE COLLEGE 1968-2003

ENROLLMENTS, RETENTION RATES, AND PROJECTIONS
MIDAMERICA NAZARENE COLLEGE 1968-2003

Fall of Year	MANC Freshman Total	Retention Rate	Sophomores	Retention Rate	Juniors	Retention Rate	Seniors	Total Traditional	Special Inn. Educ	Total Enrollment
1968	220	.764	38	.289	1	3	0	259		259
1969	312	.744	168	.667	11	1.545	3	494		494
1970	305	.715	232	.737	112	.884	17	666		666
1971	310	.577	218	.803	171	.825	99	798		798
1972	325	.677	179	.866	175	.891	141	820		820
1973	289	.792	220	.977	155	.961	156	820		820
1974	350	.780	229	.786	215	.963	149	943		943
1975	360	.669	273	.645	180	1.172	207	1020		1020
1976	358	.740	241	.784	176	1.148	211	986		986
1977	334	.862	265	.717	189	1.201	202	990		990
1978	365	.825	288	.813	190	1.211	227	1070		1070
1979	482	.720	301	.784	234	1.184	230	1247	45	1292
1980	451	.772	347	.715	236	1.326	277	1311	43	1354
1981	441	.717	348	.621	248	1.214	313	1350	28	1378
1982	429	.653	316	.658	216	1.463	301	1262	124	1386
1983	397	.627	280	.689	208	1.452	316	1201	18	1219
1984	371	.623	249	.763	193	1.415	302	1115		1115
1985	346	.653	231	.844	190	1.353	273	1040		1040
1986	330	.618	226	.894	195	1.287	257	1008		1008
1987	345	.597	204	.843	202	1.332	251	1002	103	1105
1988	338	.629	206	.813	172	1.365	269	985	136	1121
1989	332	.629	213	.813	167	1.365	235	947	150	1097
1990	311	.629	209	.813	173	1.365	229	921	150	1071
1991	309	.629	195	.813	170	1.365	236	910	150	1060
1992	315	.629	194	.813	159	1.365	232	900	150	1050
1993	312	.629	198	.813	158	1.365	217	885	150	1035
1994	327	.629	196	.813	161	1.365	215	900	150	1050
1995	333	.629	206	.813	160	1.365	220	918	150	1068
1996	344	.629	209	.813	167	1.365	218	938	150	1088
1997	357	.629	216	.813	170	1.365	228	971	150	1121
1998	357	.629	224	.813	176	1.365	232	989	150	1139
1999	355	.629	224	.813	182	1.365	240	1001	150	1151
2000	345	.629	223	.813	182	1.365	249	999	150	1149
2001	343	.629	217	.813	181	1.365	249	990	150	1140
2002	344	.629	216	.813	177	1.365	247	983	150	1133
2003	333	.629	216	.813	175	1.365	241	966	150	1116

*Private High School Graduate Data were not available for several states Therefore, numbers of twelfth grade students were used.
**These totals include some estimates to deal with missing data. Totals for closest available years were used for missing years.

Numbers in bold are projections.

Projections based on North Central Region High School Graduate Projections by the Western Interstate Commission for Higher Education (WICHE), 1988, and average retention rates between class levels during the last six years

APPENDIX D

RETENTION/ATTRITION FALL SEMESTER
MIDAMERICA NAZARENE COLLEGE

NEW FRESHMAN RETENTON/ATTRITION
FALL SEMESTER

	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
New Freshman	422	391	369	316	276	235	228	227	255	220
Enrolled 1 Year Later	267	240	238	197	182	158	153	153	158	
Attrition (1st Year) (Natl. Ave.=32.9%)	36.7%	38.6	35.5	37.7	34.1	32.8	32.9	32.6	38.0	
Enrolled 2 Years Later	215	152	205	153	127	120	118	118		
Graduated in two years	2	4	0	6	2	10	14	0		
Attrition (2nd Year) (Natl. Ave.=17.2%)	11.7%	21.5	8.9	12.0	19.2	11.9	9.2	15.4		
Total Attrition After Two Years (Natl. Ave.=50.3%)	48.6%	60.1	44.4	49.7	53.3	44.7	42.1	48.0		

APPENDIX E

FAMILY FINANCIAL AID PROFILE
OF DEPENDENT CHILDREN

FAMILY FINANCIAL AID PROFILE
OF DEPENDENT APPLICANTS

	1984	1985	1986	1987	1988
Average Parental Income	$25,629	25,798	28,714	30,865	30,802
Two Family Incomes	63%	63%	67%	66%	64%
Average Total Assets	$44,879	42,548	35,153	34,842	33,860
Average Parental Contribution	$2,830	2,844	2,637	2,650	2,633
Average Estimated PELL-Index	$2,930	2,884	3,073	3,108	3,136
Average Student Contribution	$1,019	1,015	1,016	1,032	1,032
Average Need	$4,116	5,663	6,511	7,068	7,022

APPENDIX F

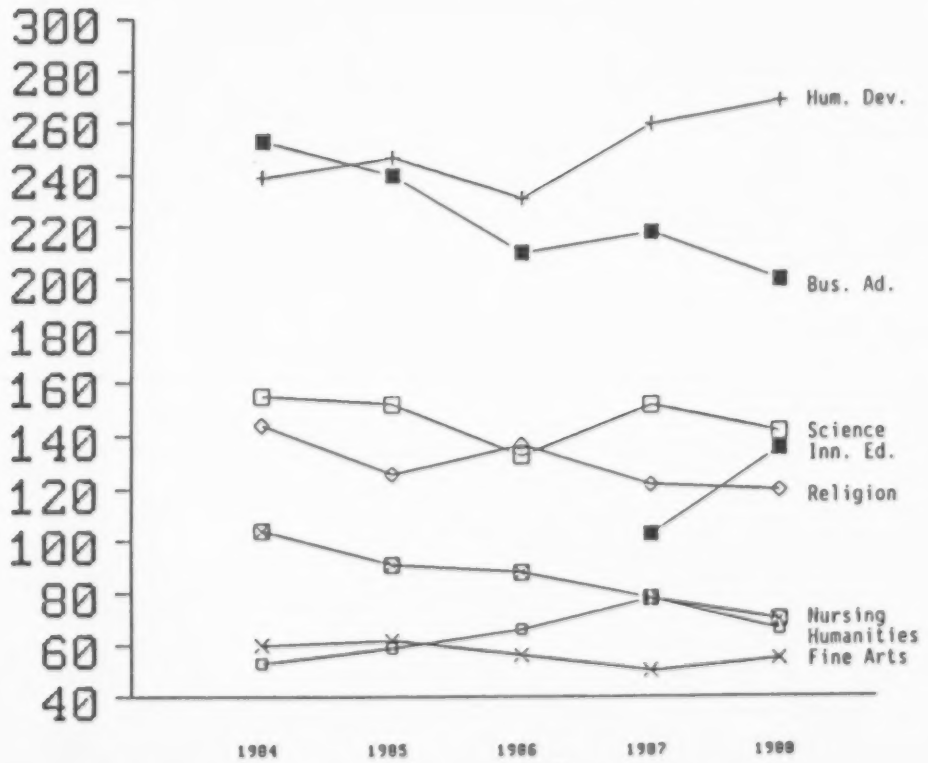
TRENDS IN THE NUMBER OF MAJORS IN THE VARIOUS DIVISIONS OF MIDAMERICA NAZARENE COLLEGE FROM 1984 TO 1988

DIVISIONAL ENROLLMENT TRENDS - FIRST MAJOR*
Fall Semesters - 1984-1988

Division	1984	1985	1986	1987	1988	1 Year Change	'84-'88 Change
Business Administration	253	240	210	218	200	-18	-53
Fine Arts	60	62	56	50	55	5	-5
Human Development	239	247	231	260	269	9	30
Humanities	53	59	66	78	66	-12	13
Nursing	104	91	88	78	70	-8	-34
Religion & Philosophy	144	126	137	122	120	-2	-24
Science & Mathematics	155	152	133	152	142	-10	-13
Innovative Education				103	136	33	136
Undecided	107	59	66	44	63	19	-44
TOTALS	1115	1036	987	1105	1121	16	6

*Students' choices of major have been found to be very changeable. Indications of major in the college data are therefore not reliable data and should be interpreted with considerable caution and in conjunction with other indicators.

TRENDS IN NUMBERS OF MAJORS IN THE VARIOUS DIVISIONS
OF MIDAMERICA NAZARENE COLLEGE FROM 1984 THROUGH 1988



APPENDIX G

CURRENT FUND REVENUES AND EXPENDITURES
FOR THE YEAR ENDING JUNE 30

MidAmerica Nazarene College
Current Fund Revenues and Expenditures

For the Year Ending June 30,

	1984	1985	1986	1987	1988
Revenues:					
Educational and General					
Tuition and Fees	$2,981,631	$3,188,639	$3,135,204	$3,497,370	$4,279,354
Government Grants	$894,053	$990,206	$1,161,475	$1,300,750	$1,448,712
Gifts	$1,223,998	$1,408,541	$1,466,053	$1,859,488	$1,538,397
Other	$126,154	$123,549	$113,599	$116,068	$122,177
Total	$5,225,836	$5,710,935	$5,876,331	$6,773,676	$7,388,640
Auxiliary Enterprises	$1,960,164	$1,899,519	$1,598,206	$1,653,805	$1,722,904
Total Revenues	$7,186,000	$7,610,454	$7,474,537	$8,427,481	$9,111,544
Expenditures & Manditory Transfers:					
Educational and General					
Instructional	$1,677,805	$1,783,809	$1,825,272	$1,750,002	$2,057,955
Library	$147,248	$152,946	$181,187	$189,091	$206,208
Archives				$588	$445
Innovative Education				$74,856	$81,801
Student Services	$346,334	$495,797	$517,243	$560,787	$631,255
Physical Plant	$563,152	$607,731	$625,095	$585,419	$627,780
General Administration	$510,214	$535,453	$643,684	$602,612	$635,166
General Institutional	$758,420	$701,638	$809,943	$858,587	$811,436
Student Aid	$1,459,790	$1,609,984	$1,745,979	$2,091,051	$2,222,366
Mandatory Transfers					
Principal & Interest	$92,196	$40,303	$148,902	$91,360	$133,283
Loan Fund Matching	$2,708	$5,531	$15,606	$11,851	$3,208
Others	$3,200				
Total E & G Expend.	$5,561,067	$5,933,192	$6,512,911	$6,816,204	$7,410,903
Auxiliary Enterprises					
Expenditures	$1,445,208	$1,384,693	$1,288,852	$1,392,178	$1,536,021
Mandatory Transfers	$285,634	$281,818	$208,833	$201,621	$160,393
Total Exp. & Trans.	$7,291,909	$7,599,703	$8,010,596	$8,410,003	$9,107,317
Net Increase (Decrease)	($105,909)	$10,751	($536,059)	$17,478	$4,227

APPENDIX H

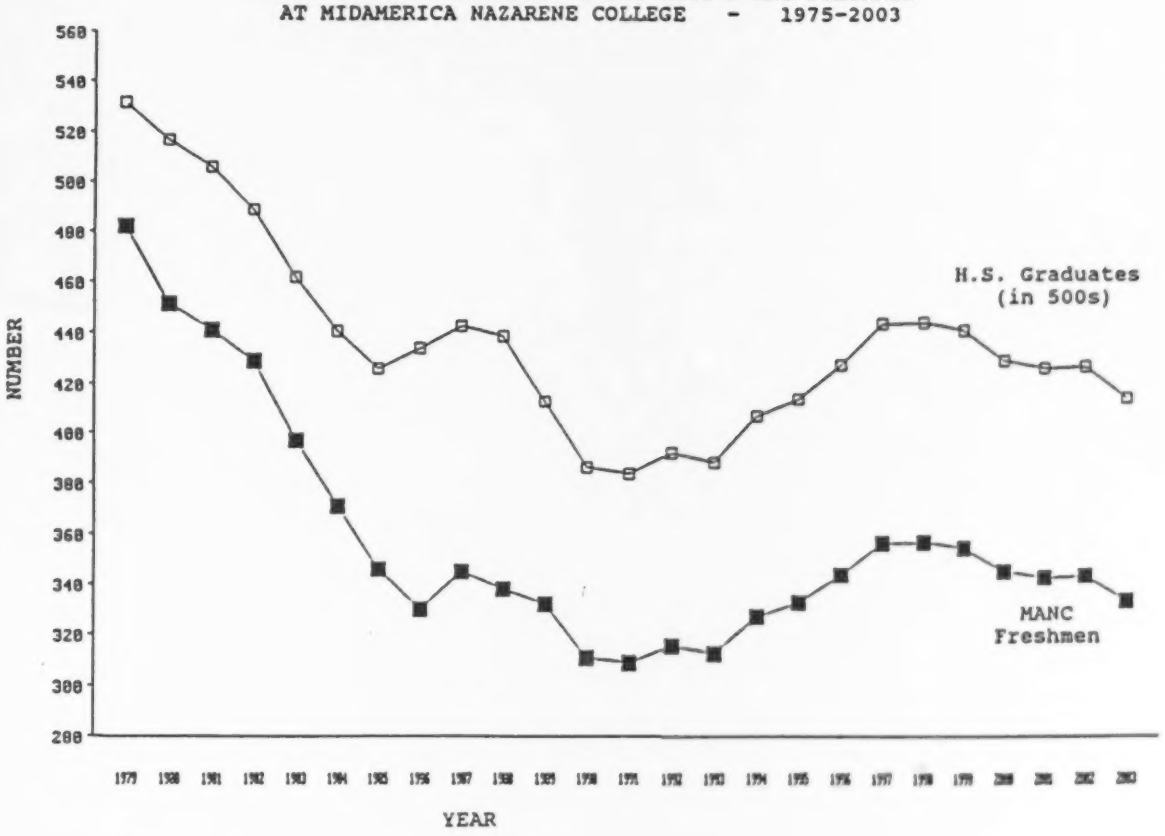
ENROLLMENT OF MIDAMERICA NAZARENE COLLEGE
BY STATE

ENROLLMENT BY STATE

APPENDIX I

TRENDS AND PROJECTIONS OF GRADUATING HIGH SCHOOL SENIORS

HIGH SCHOOL GRADUATES ON THE REGION AND FRESHMEN
AT MIDAMERICA NAZARENE COLLEGE - 1975-2003



STRATEGIC PLANNING SCENARIOS FOR MIDAMERICA NAZARENE COLLEGE

Governance and Management

by

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A seminar paper presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

December 7, 1989

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Preface

The purpose of this paper is to present a strategic planning scenario for MidAmerica Nazarene College. This strategic plan deals with the direction of the institution in rather "broad strokes" as opposed to presenting tactical alternatives which address the question of how to implement strategic planning. It deals with the "statement of intention concerning the college's commitment and future direction" (Gilley, 1986:p. 12).

The methodology for this project begins with a review of institutional strengths of the College and apparent opportunities offered by the College's environment as discussed in a paper presented to Nova University in core seminar Governance and Management entitled: "Strengths, Weaknesses, Opportunities and Threats Analysis for MidAmerica Nazarene College" (Eaton, 1989). This review will reveal opportunities for the institution as a result of changes in the external environment. In the words of Peter Drucker, "Innovative opportunity is the exploitation of the consequences of events that have already happened but have not yet had their economic impacts". (Drucker, p. 789).

Following this review, four basic "alternative scenarios" for strategic planning are presented. Then the four scenarios are evaluated presenting a "preferred" scenario. The final section lists a course of action to implement the preferred strategic planning scenario.

Strengths and Opportunities

Strengths: Internal Resources

One of the College's greatest strengths is the innovative environment which already exists on campus. While Plante and others would remind us of the "high calling" of higher education the survival of many institutions depends on their ability to adjust to changing social and economic conditions. The appointment of a Dean of Innovative Education in 1985 created an open atmosphere for non-traditional approaches to higher education. The success of a degree-completion program in the Management of Human Resources (MHR) and the broad acceptance of a Master of Education degree program for classroom teachers has established the division of Innovative Education as a permanent part of the College community.

The work of the current Director of Institutional Research has made the demographic realities of the institution well known among the College's community. This "handwriting on the wall" has brought many to realize the need for flexible approaches to higher education.

Although planning has many problems the institution is currently involved in an annual planning process which contributes to this atmosphere for innovation. New programs can be easily implemented through the planning process.

Various programs designed to assist the student are also significant internal resources. These include: academic assistance through the learning center; career planning assistance through the Office of Career Development; the availability of free

psychological counselling for students; the Office of Admissions and the Office of Financial Aid.

The faculty of the College also demonstrate a significant resource in that fifty percent hold the doctorate with ten others currently seeking the degree. The Faculty Development Program assists many with broadening their academic background.

Finally, the College shows financial strength with a low debt to plant equity ratio. This means that a comparatively small amount of the annual budget is set aside for debt service.

Opportunities: The External Environment

The study noted above listed the following trends for the region served by MidAmerica: an increase in minority students; an economic employment shift from agriculture to service industries; the need for assisting public and private school teachers; and the advancement of communications technologies.

Alternative Scenarios

Before the following scenarios are offered it is important to remember that MidAmerica is a church-related college whose governance is finally in the hands of a Board of Trustees selected by the Churches of the Nazarene in the North Central Educational Region. Therefore, it is not realistic to approach a change in the College's mission carte blanche. Nevertheless, the following scenarios would at the same time "amend" the mission of the College and serve the constituency.

MidAmerica Educational Network

The mission of the College would be amended to include the dissemination of information to the student in applied research situations. Instruction would take place by telecommunications network across the North Central Educational Region. Programs could range from the Associate of Arts degree, the Bachelor of Arts degree, or the Master of Arts degree, in a variety of academic areas described below. The general educational outcome would be a learner who is in a position to apply research to his/her specific situation.

The methodology would begin with an on-campus visit for an introduction to telecommunications and computer literacy. During this on-campus orientation the student would also have the opportunity to receive an overview of the coursework and determine personal learning objectives. The coursework would apply the literature pertaining to his/her specific field to his/her specific problem situation. The computer network would connect the learner to a database library of information related to his/her specific coursework. Assignments and communication regarding coursework could also be facilitated through the computer network. Evaluation would be accomplished through various published projects and examinations designed to determine the student's familiarity with the field's literature. Following the evaluation the students would again meet on campus to share learning experiences.

Suggested curriculum is described below. Since the College serves the Church of the Nazarene the first two programs deal with

serving the local Church. Farm Management is included because much of the region is still related to agriculture. As noted above, however, the shift from farm employment to service industries necessitates education in Business Administration. The value placed upon recreation and the availability of recreation in the area prompts the Hotel and Recreational Management curriculum.

Church Administration. The expected outcome of this program is more efficient and effective administration of the local church by the local minister. Some of the coursework would include: Church Growth Principles, Church Organization and Governance, Church Planning and Finance, Church Staff Relations, and Denominational Relations.

Pastoral Ministry. The expected outcome of this program is a pastor better equipped to serve the spiritual needs of local parishioners. Some of the suggested coursework includes: Theological Foundations of Pastoral Ministry, Current Social Issues for Pastoral Ministry, Local Church Needs Assessment, Family and Single Programming for the Local Church, Age Level (Children, Youth, and Adults) Programming for the Local Church, and Crisis Counseling.

Farm Management. The purpose of the program is to equip farm operators and ag related professionals to improve farm management. Coursework includes: Ag Accounting, Ag Banking, Ag Marketing, Planning and Agro-economics, and Production Techniques.

Hotel and Recreational Management. The purpose of this program is to communicate sound business principles to those involved in recreational related businesses. Coursework might include:

Accounting, Management, Customer Relations, Wildlife Management, and Marketing.

Business Administration. The purpose of this program is to enable individuals leaving the agricultural and manufacturing industries to prepare careers in business. Coursework would include: Accounting, Finance, Marketing, and Management.

Career Retraining Center

The mission of the College would be amended to include the retraining of displaced adult workers. Prior research has shown that the region has experienced a shift from employment in agriculture and manufacturing to employment in the service industries. Special courses of study would be developed on a schedule and level to assist adults who find themselves unemployed or their current job in danger of being terminated. These courses would endeavor to coincide with careers where there is a significant shortage of human resources. The career center would be enlarged in order to assist these students with discovering new careers.

The College should evaluate admissions, registration, and financial aid procedures to provide a "user-friendly" campus. Orientation sessions should be designed to help the student learn how to use campus facilities such as the library, bookstore, and computer laboratory. Special workshops for career selection, career placement, and study skills should also be offered.

In some instances the Associate of Arts degree might be sufficient to enable the student to reenter the work force in a new, fulfilling career. In some instances this will not be the case,

therefore, the general core requirements should be reviewed to offer classes which will have the most utility for the student. In addition, "life experience" should be recognized and credited whenever possible.

An attempt should be made to utilize internships in the greater Kansas City area whenever possible. This will not only assist the learning process, it will also be more fulfilling for the individual while he/she is retraining.

Career tracks which are experiencing human resource shortages should be identified and curriculum developed. Some of these might include: nursing, data processing, business communications, and other service related industries.

Minority Education

Currently, the College has a nondiscrimination policy toward hiring minority faculty and admitting minority students. However, the Church of the Nazarene is, for the most part, a rural, predominately white denomination. Student recruitment activities are closely tied to the Church, subsequently, the percentage of minority students is small.

The demographics have illustrated that there will be an increasing number of minority students in the region. General Church leadership has indicated a need for the denomination to extend itself to minority groups. Therefore, it would be prudent for the College to direct itself toward minority students.

The mission statement needs to be amended to reflect a concern and direction toward meeting the educational needs of minorities.

While this move may not call for major curriculum adjustment it does call for several adjustments in the College structure. In addition to increasing the number of minority faculty the College should add a Dean of Minority Affairs. This will help create an atmosphere for white students as well as minority students. Minority staff should also be added to the academic development office.

Student Services should provide cultural events for each minority group. This will not only help incorporate minorities into the campus community, it will also enable whites who come from predominately rural white backgrounds to understand and appreciate the cultural heritage of the minority groups. Social groups for each minority should be established in order to provide a structure of academic and social support for new minority students. Again, the purpose is not to separate the minority student from the rest of the campus but to provide a support group for the student and a means for integration with the greater campus community.

Some minority students will need access to "English as a Second Language" to successfully complete their academic studies. Other adjustments to course offerings might include courses which feature the cultural and historical heritage of minority groups. These include: Eastern Philosophy, Asian Anthropology, and African-American History.

Financial Aid programs for disadvantaged minorities should also be developed. The assistance of corporations in the greater Kansas City area should be brought into the process of planning, implementing, and financing higher education for disadvantaged

groups.

The College should enlist the aid of a consultant or a permanent minority administrator to make certain that the campus is "user-friendly" for minorities. Admissions, Financial Aid, Student Services, Dormitories, Social Life, Library Services, and other programs should be viewed through the eyes of minorities to insure that the minority student can be easily incorporated into campus life.

Preferred Scenario

Instead of presenting a preferred scenario for strategic direction maybe an ordering of priorities for the development of each scenario presented should be more in order. Nevertheless, shifting the direction of the College toward minority education is of highest priority for the school.

The increase of minority population, especially in Kansas and Missouri, is a "stronger" statistic than shifts in employment from the agriculture and manufacturing industries to the service industries. The proximity of minorities to the campus is an important factor when comparing the retraining scenario to the minority scenario. The shift of employment is more widespread across the region than in the greater Kansas City area.

The minority scenario calls for less curricular change which results in more efficient use of resources. This is not to ignore the fact that major changes will have to be made in the College's approach to minorities and all students. It is simply to say that the other two scenarios will call for major curricular development

that will demand major capital investment. This capital investment may not be a prudent move during the current national economic cycle.

The minority scenario actually calls for less change in the mission of the College and in some ways embellishes it. While this project calls for a critical review of the institution's mission it is not realistic to think that it can make radical changes given its Board of Trustees. This is not to suggest that the other two scenarios could not have been "sold" to the Trustees. It is to say that minority education would be easier to sell.

Finally, the climate for funding minority education appears to be more readily available from private and public sources. Ewing Kaufmann of Marion Labs in Kansas City is already leading the philanthropic community to assist minority disadvantaged children in their quest for higher education.

Conclusion

The College administration must first devise "interpretive strategy" (Chafee, 1988) to communicate the value of shifting the direction of the College to serve minority students. The value of this shift must be embraced by administrators, the faculty, and students alike.

The College should secure a minority consultant to develop "adoptive" strategies which would review the function of student services. As noted above the campus must be adjusted to make it "user-friendly" for minorities. In the process the campus might be made "user-friendly" for all students.

A Dean of Minority Affairs should be appointed under the Vice President of Student Affairs with a nonvoting position on the President's cabinet. (This nonvoting position would give him visibility with the President but would not create two Vice Presidencies.) In addition, search committees should be formed to recruit minority faculty. The Faculty Development Grant Program should be enlarged to assist in this process.

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